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ABSTRACT

The results of the Student Reaction to College survey, given to students at Arizona's three public universities, are presented as one of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Results indicate the following: students from all three universities are very similar in their responses to most survey items, although Northern Arizona University students responded more positively to more items; students from all three universities responded less favorably to specific survey items related to administrative procedures, campus safety, scheduling problems, and fear of loss of personal items by thievery than did the national comparative student group; and undergraduate students at the three universities perceive that the quality of instruction is no better or worse than did a comparative national group. The most robust conclusion is that there are no obvious major problems with the perceptions that undergraduate students have about Arizona's universities when compared to a large group of students from other colleges. Appended are a copy of the survey form, student reactions to college comparative data for four-year college edition, a copy of the letter asking students to participate in the survey, and descriptions of the 18 areas in student reactions to college (e.g., quality and form of instruction, academic performance, grading, studying, planning, and campus climate). (SM)

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A SURVEY OF UNDERGRADUATE STUDENT OPINIONS

KATHLEEN CHURCH

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CONCLUSIONS:

1. Undergraduate students currently attending Arizona's public universities perceived that the quality of instruction is no better or no worse than did a comparative national group of college and university students.

2. Students from all three universities responded considerably less favorably to specific survey items related to administrative procedures, scheduling problems, campus safety and fear of loss of personal items by thievery than did the national comparative student group. However, the significance of these observations may be affected by the the lack of adequate comparative data from institutions considered to be peers of Arizona's universities, especially in size and location.

3. Students from all three universities were surprisingly similar in their responses to the majority of the survey items but NAU students responded more positively to more items, especially those related to involvement with faculty and instructor accessibility. They also responded more negatively to more items than did students from UA and ASU. Examples included items related to library, book store, food services, and housing availability.

INTRODUCTION

The "Student Reaction to College" survey was designed by the Educational Testing Service to give students an opportunity to comment on a variety of experiences at their college or university. The results reflect what a group of students thinks about a specific institution. Such information can give university faculties and administrators a better idea of what students find helpful and positive. It can also identify areas in which students feel changes or improvements are needed. The information, when properly used, can be helpful in planning and evaluating programs.

Students responded to questions which fall into 18 general categories. This report will not attempt to discuss all 18 areas but will focus on a few that are concerned primarily with academic issues and areas where the data suggest that improvements may be warranted. The detailed data resulting from the survey will be made available to appropriate officials and student organizations within the universities and

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HE 022 472

to the Board of Regents.

METHODS AND MATERIALS

The survey was a cooperative project of the Task Force and the Arizona Students Association (ASA). The survey instrument was selected after careful consideration of available instruments by the Task Force staff, the officers of ASA, and the officers of the Associated Students of the three universities (ASUA, ASASU and ASNAU). The instrument "Student Reaction to College" (four-year edition) was created by Educational Testing Service, College and University Programs, Princeton, New Jersey) (appendix A). The testing service supplies a set of comparative data which has been compiled from responses by 12,133 students at 59 colleges and universities between 1979 and 1983 (see appendix B for a list of colleges). Unfortunately, the institutions that comprise the comparative group are not peer institutions with the Arizona universities. Most are small, private liberal-arts colleges. Apparently, large public universities have used this instrument infrequently. While it is unfortunate that we have little data from peer institutions with which to compare the results of our survey, the comparative data base supplied by the testing service is useful. It gives a sense of what young people from all over the United States were thinking and how their opinions compare to those of students who now attend Arizona's public universities. For example, if Arizona students have responded very negatively to a particular item, it is often the case that students from all institutions have responded negatively to the same item. Such information is useful when drawing conclusions about specific institutions.

The survey was carried out during February and March, 1988. Approximately 40 classes at each university were selected from the Spring schedules of classes using a modified random-sampling technique. Letters were sent to the instructors of the classes requesting permission for members of the Arizona Students Association to enter the class and administer the survey instruments (see appendix C). The sampling method met with mixed results. Problems encountered included the refusal of some faculty members to respond to the request and refusal of some faculty members who responded to participate. The most extreme example of problems encountered was at the University of Arizona where due to a combination of factors only 20 classes ultimately were included in the survey. An additional major problem was that in some cases attendance at the class during the day the survey was conducted was poor. As a result, the numbers participating in the survey were not as large as were our initial goals. Despite the problems, the director of the survey extends her thanks to the students at the three universities, especially the Associated Students and faculty at Northern Arizona University. The organized and efficient manner in which the NAU students approached the task was exemplary and the participation of the faculty was enthusiastic. A special thanks is also extended to Ms. Karen Kunasek, president of the Associated Students at ASU.

THE SAMPLES

Arizona State University:

Five hundred and forty-eight students from Arizona State University participated in the survey. Males were underrepresented (Table 1). The ethnic

mix of the sample is acceptable as is the representation of lower-division and upper-division students. However, the upper-division students are overrepresented by juniors and underrepresented by seniors.

Table 1
Characteristics of the Students Who Participated in the Survey From Arizona State University

	POPULATION	SAMPLE
MALES	.51	.38*
FEMALES	.49	.57*
AMERICAN INDIANS	.01	.01
BLACK	.02	.01
ASIAN	.02	.04
HISPANIC	.05	.05
WHITE AND OTHER	.90	.89
FRESHMEN	.21	.19
SOPHOMORES	.19	.20
JUNIORS	.24	.33
SENIORS	.32	.22
OTHER	.03	.06

*10% did not respond to question

University of Arizona:

Students participating in the survey from the University of Arizona numbered 447. The females are slightly overrepresented; juniors are significantly overrepresented and freshmen and sophomores underrepresented. The ethnic mix of the sample is excellent (Table 2).

Table 2
Characteristics of the students Who Participated in the Survey from the University of Arizona

	POPULATION	SAMPLE
MALES	.52	.43*
FEMALES	.48	.50
AMERICAN INDIAN	.01	.02
BLACK	.02	.02
ASIAN	.03	.03
HISPANIC	.07	.06
WHITE AND OTHER	.88	.87
FRESHMEN	.26	.15
SOPHOMORES	.22	.18
JUNIORS	.20	.31
SENIORS	.24	.25
OTHER	.06	.07

* 5% did not respond to question.

Northern Arizona University:

A total of 596 students participated in the survey from Northern Arizona University. The sample is represented by the appropriate number of males and females and appears to be representative of the majority-minority profile of the general population of students. However, the sample is overrepresented by juniors and underrepresented by freshmen. This is unfortunate since freshmen represent more than one-third of the undergraduate student body at NAU (Table 3).

Table 3
Characteristics of the Sample of Students Surveyed From Northern Arizona University

	POPULATION	SAMPLE
MALES	.46	.44
FEMALES	.54	.56
AMERICAN INDIAN	.06	.08
BLACK	.01	.02
ASIAN	.01	.02
HISPANIC	.06	.05
WHITE AND OTHER	.86	.83
FRESHMEN	.36	.16
SOPHOMORES	.21	.20
JUNIORS	.18	.30
SENIORS	.23	.24
OTHER	.02	.09

RESULTS

Quality of Instruction

Eighteen of the 102 report items related specifically to the quality of instruction. The average percent favorable response for the 18 items are illustrated in Figure 1.

The pooled information from the 18 questions suggests that on average the students at the Arizona institutions respond almost identically to each other and to the comparative group about the

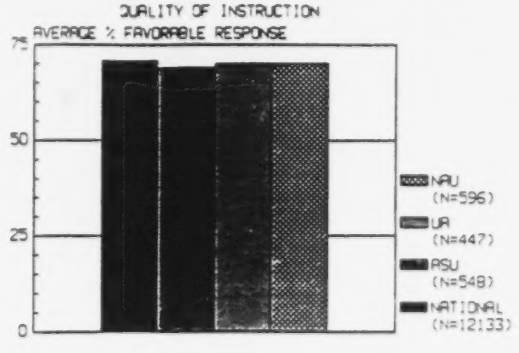


Figure 1.

overall quality of instruction. Responses to the individual items listed in Table 4 are summarized in Figure 2.

Table 4
Survey Items Relating to Quality of Instruction*

Item no.	Item	Favorable Responses
	During this term, my instructors have:	
4	geared courses to student's interest and abilities.	Often or almost always
5	been unable to explain something to me.	Sometimes or almost never
6	respected student view different from theirs.	Often or almost always
7	presented more in class than readings.	Often or almost always
8	really listened to class discussion.	Often or almost always
9	done little except put out the material.	Sometimes or almost never
11	treated all their students fairly.	Often or almost always
12	been clear about what they expected.	Often or almost always
13	piled on work as if it's my only class.	Sometimes or almost never
17	taught over the heads of their students.	Sometimes or almost never
	During this term, I have:	
44	had assignments that were busywork.	Sometimes or almost never
45	been bored in class.	Sometimes or almost never
46	had a class with material I knew.	Sometimes or almost never
48	felt frustrated with slow moving class.	Sometimes or almost never
120	had a course where instructor consistently came to class unprepared.	No
124	had a course I thought would be dull turn out to be interesting.	Yes
125	had a course I thought would be interesting turn out to be dull.	No
126	had a course taught too much like high school.	No

*See Appendix D for a description of the 18 areas, one of which is Quality of Instruction.

Review of the responses to the individual items (Figure 2) emphasizes that the students at all three universities are almost identical to each other in their perceptions about the quality of instruction. They responded, in most cases, as favorably as the students in the comparative group. The latter observation might be considered surprising since, as previously mentioned, the comparative data represent opinions, for the most part, about small liberal-arts colleges where teaching is the primary, and in many cases the only, focus. It suggests that there is no reason for major concern about the quality of instruction occurring in Arizona's public universities as perceived by the current students.

However, caution is warranted in interpreting the results because at two of the three universities, lower division students are underrepresented in the sample.

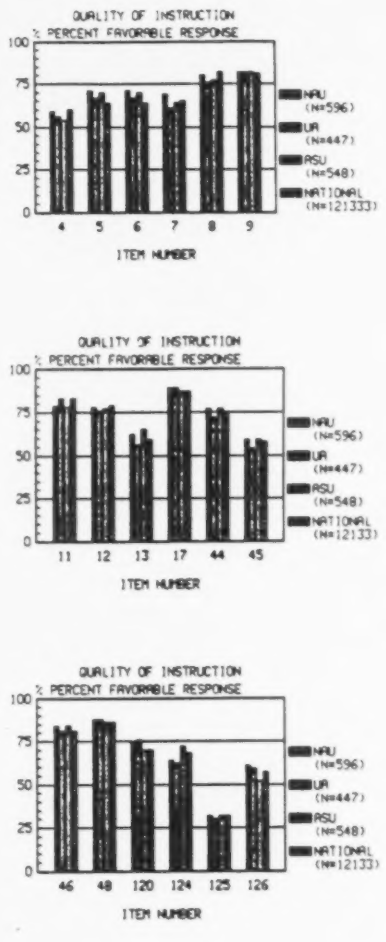


Figure 2.

Instructor Accessibility and Involvement with Faculty

Northern Arizona students, in general, responded more favorably to questions concerning instructor accessibility and involvement with the faculty than did students at the two larger universities (Figure 3).

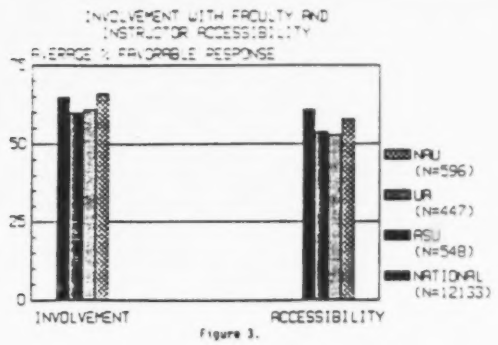


Figure 3.

The result may be partially explained by the deficiency in the number of freshmen who participated in the survey from NAU and the fact that lower-division classes are often larger than upper-division classes. However, our results from a survey of alumni (see working paper on alumni survey) also suggests that students at NAU perceive that the opportunity for faculty involvement and accessibility is greater at NAU than at UA or ASU.

Of the eight individual items relating to this topic, NAU students responded most favorably on five, although the differences among the universities and between the universities and the comparative group were surprisingly small. Table 5 lists the individual items and Figure 4 illustrates the responses to the items which are concerned with instructor accessibility and involvement with faculty.

Table 5
Items Concerning Instructor Accessibility and Involvement with Faculty

Item No.	Item	Favorable Responses
	During this term my instructors have:	
1	been available outside of class at good times for me.	often, almost always
2	been easy to talk to.	often, almost always
3	had trouble understanding student problems.	sometimes, almost never
	During this term I have:	
19	talked to a prof outside class regarding a course.	yes once, yes twice
21	got course help from prof outside class.	yes once, yes twice
29	talked to a prof about nonclass things.	yes once, yes twice
36	felt faculty/staff did not understand what I was saying.	no
53	felt lack of sensitivity of fac/staff.	sometimes, almost never

Item 29 perhaps best differentiates the students at NAU from the students at UA or ASU. Apparently, NAU students talk to their professors about things not connected with class more often than do the students at UA or ASU (Figure 4).

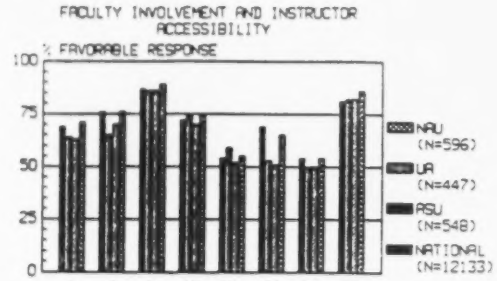


Figure 4.

Administrative Procedures and Campus Life

While the students at Arizona's universities responded quite favorably to the quality of instruction and to their interaction and involvement with the faculty, they were considerably less favorable than the comparative group in their overall opinions about four categories which included;

1) Programming,

2) campus climate,

3) administrative procedures, and

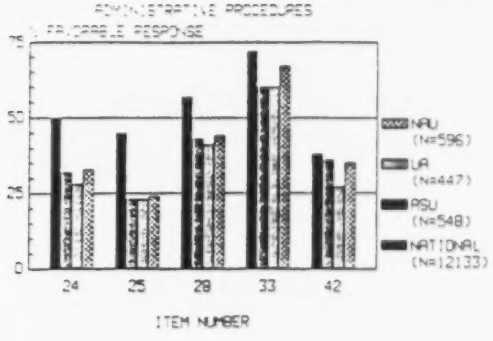
4) registration and scheduling.

Inspection of the individual items that make up these categories reveals that the negative responses were primarily clustered in the ten items listed in Table 6.

Table 6
Some Survey Items Relating to Administrative Procedures, Programming, Campus Climate and Registration and Scheduling

Item No.	Item	Favorable Response
	During the present term I have:	
24	had to go through a long, admin. process that seemed senseless.	No
25	had to go from one office or person to another to get information.	No
28	been inconvenienced by an admin. error.	No
33	been given wrong or incomplete info. about programs by a staff member.	No
42	been angered by something the administration did.	No
114	been kept out of a course I wanted because I didn't meet requirements	No
117	been prevented by scheduling problems from taking a course required in my field.	No
118	missed a course I needed because it wasn't available.	No
	In General:	
107	I feel I can't lay down a book on campus for fear it will be stolen.	Def. not or No
112	I feel unsafe on campus after dark.	Almost never

Most of the items on the list refer to the everyday battles that must be fought with a university bureaucracy and the responses to the items (Figure 5) suggest a certain level of frustration by the students from Arizona's universities when compared to the group that comprises the comparative data base.



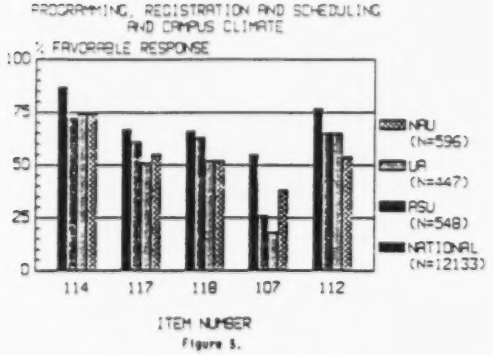


Figure 5.

BOUQUETS AND BRICKBATS

For the most part, students from Arizona's universities did not respond much differently from the comparative group in any major category other than those previously mentioned (Table 7).

Table 7
A Comparison of Responses to Some Major Categories of the Student Opinion Survey

CATEGORY*	Average Percent Favorable Response			
	National	ASU	UA	NAU
Form of Instruction (3 Items)	68	68	68	64
Academic Performance (8 Items)	66	63	63	63
Grading (3 Items)	60	55	53	60
Studying (11 Items)	57	51	55	52
Counseling and Advising (8 Items)	62	60	59	61
Planning (11 Items)	64	60	59	62
Library and Bookstore (3 Items)	60	71	70	52
Rules and Regulations (4 Items)	33	26	25	24
Organized Student Activities (4 Items)	29	26	26	26
Help With Living Problems (3 Items)	39	32	29	34
Financial and Related (8 Items)	59	58	59	54

* See Appendix D for description of categories

Despite the overall similarities in the major categories, there were some individual items where the students responded either significantly more or significantly less favorably than the national group. The students were very favorable about extracurricular activities on the campuses, the libraries at UA and ASU, and the bookstores at all three universities. Students at ASU and the UA responded very favorably about food services when compared to the national group. Finally, significantly more students from Arizona's universities talk with a counselor about future plans (Table 8).

Table 8
Survey Items Where Students From Arizona's Universities Responded Substantially More Favorably Than the Comparative Group

Item No.	Item	Favorable Response
	In General:	
88	the campus is a place where students just go to class; not much else happens here.	No or Def. not
104*	I've been well satisfied with the services of the library.	Yes or Def. yes
105	I've been well satisfied with the services of the bookstore.	Yes or Def. yes
89*	food services on campus are adequate for my needs.	Yes or Def. yes
	During this term I have:	
26	talked with a counselor about my future plans.	Yes, once or twice

*ASU and UA more favorable, NAU less favorable

On the other hand, students who responded to the survey were significantly more negative on several individual items than was the national group. Students from Arizona's universities lose more credits because of transfer problems, are more likely to have had to learn math in college that they should have learned in high school, feel unsafe on campus after dark and fear that personal items will be stolen if left unattended (Table 9).

Table 9
Survey Items on Which Students From Arizona's Universities Responded Less Favorably Than the National Group

Item No.	Item	Favorable Response
	In General:	
75	I've lost time toward my degree because of transferring from one college to another.	No or Definitely not
84	rules and regulations that affect me are made by the administration without enough consultation with students.	No or Definitely not
92	I have had to spend time learning math I should have known.	No or Definitely not
107	I feel I can't lay down a book or anything else on campus for fear it will be stolen.	No or Definitely not
112	I feel unsafe on campus after dark.	No or Definitely not

There were similar student responses from the three universities to the majority of the survey items, but there were some areas where students had rather strikingly different reactions. NAU students were either clearly more positive or more negative on more items than were the students from ASU and UA. Of the 102 report items, the responses from the three universities differed by five percent or less on 73.

NAU students were more positive than the other institutions by six or more percent on nine items and less positive by six or more percent on nine items. Comparable figures for ASU are four and two and for UA two and three, respectively (see Tables 10-13 and Figures 6-9).

Table 10
Survey Items About Which NAU Students Were Comparatively Positive

Item No	Item	Positive Responses
	During the present term my instructors have:	
1	been available outside of class at times convenient.	Often and almost always
15	returned exams and papers soon enough to be helpful.	Often and almost always
	During the present term I have:	
29	talked with an instructor about things not connected with class.	Yes, once, twice or more
33	been given wrong or incomplete information by staff	No
38	tried unsuccessfully to meet with a counselor	No
	In General:	
91	where I live I feel cut off from campus	Definitely not or no
93	the college does as much as possible to hire students	Definitely yes or yes
98	I get the courses I wanted	Definitely yes or yes
107	I feel I can't lay down a book for fear it will be stolen.	Definitely not or no

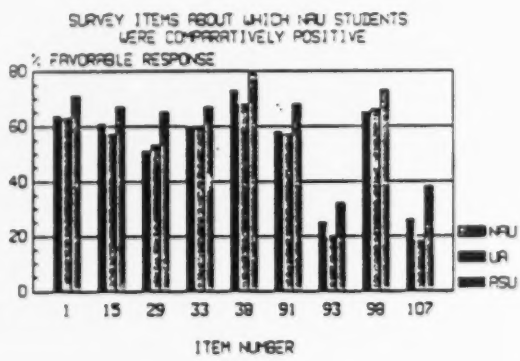


Figure 6.

Table 11
Survey Items About Which NAU Students Were Comparatively Negative

Item No.	Item	Positive Responses
	During the present term I have:	
23	been unable to use the library when I needed to because it wasn't open.	No
39	looked seriously for part-time work unsuccessfully	No
	In General:	
80	student publications are too tightly controlled by administration.	Definitely not or no
89	food services on the campus adequate for my needs.	Definitely yes or yes
90	I have problems getting acceptable housing.	Definitely not or no
104	I've been satisfied with services of the library.	Yes or Definitely yes
105	I've been satisfied with the book store.	Yes or Definitely yes
112	I feel unsafe on campus after dark.	Almost never, sometimes

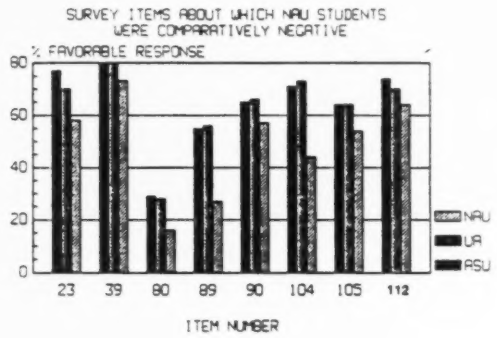


Figure 7.

Table 12
Survey Items About Which ASU Students Were Comparatively Positive or Negative

Item No.	Item	Favorable Responses
POSITIVE		
	During the present term:	
35	I have faced a problem that the university should have helped with but didn't.	No
117	been trapped by rigid drop and add requirements in a course I didn't need or want.	No
118	missed a course I needed because it wasn't available.	No
120	had a course where the instructor came to class unprepared.	No
NEGATIVE		
	During the present term my instructors have:	
16	given detailed comments about papers, exams or other material I've turned in.	Often, Almost always
	During the present term I have:	
34	gone to a meeting of a college organization or to an organized social activity at the college.	Yes, once or twice

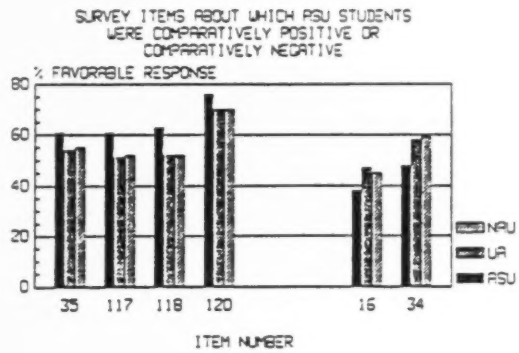


Figure 8.

Table 13
Survey Items About Which UA Students Were Comparatively Positive or Negative

Item No.	Item	Favorable Responses
POSITIVE		
	During the present term I have:	
52	found I couldn't understand what I was studying	Sometimes, Almost never
	In General:	
88	the campus is a place where students just go to class, not much else happens here.	Definitely not or no
NEGATIVE		
	During the present term I have:	
37	got help from a faculty or staff with a problem I was having in college.	Yes
42	been angered by something the college administration did.	No
43	known how well I was doing before I got a grade.	Yes

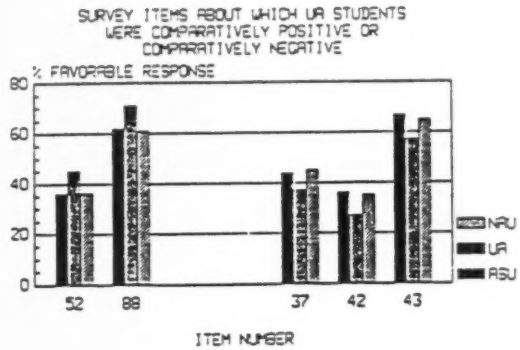


Figure 9.

OBSERVATIONS AND DISCUSSION

To make firm national comparisons about how our universities are perceived by their students and to make value judgments about those comparisons would require that we possess data from peer institutions for Arizona's institutions.

For ASU, peers would be large, public research universities in an urban setting with large commuter and transfer populations and many part-time students; for UA, large, public research universities with large residential and commuter populations and reasonably large numbers of transfer students; for NAU, medium-sized comprehensive, residential universities with a relatively large transfer population.

Nonetheless, it is somewhat remarkable that the responses from the three groups of students were so similar to each other and to the group that forms the comparative data. In almost all cases where students from Arizona's universities responded significantly less favorably than students in the comparative group, it was the bureaucracy that inconvenienced students. It may be that there is a size at which a university loses much of its personal touch and helpful nature. If that is the case, then the size must be below 15,000 because students from NAU responded no differently to questions concerning administrative procedures, programming and campus climate than students from ASU or UA.

It appears that the most robust conclusion that can be drawn from the analysis is that there are no obvious major problems with the perceptions that undergraduate students have about Arizona's universities when compared to a large group of students from other colleges. The data for the Arizona institutions will provide a valuable benchmark from which to assess changing perceptions of undergraduate students and it should be used by the universities to identify areas of the undergraduate experience that are in need of immediate attention.

Interestingly, the current students from the three universities responded more similarly to items concerning the quality of undergraduate education than did alumni (class of 1981) of the three institutions. It may be that changes in quality have occurred during the intervening seven years whereby the institutions have become more similar. Alternatively, alumni, upon reflection, may be somewhat more discriminatory. Both hypotheses are intriguing and could be tested should the universities be interested in such information.

APPENDIX A

SRC STUDENT REACTIONS TO COLLEGE

FOUR - YEAR COLLEGE EDITION

Name of College: _____

ETS | College and University Programs
Princeton, New Jersey 08540

STUDENT REACTIONS TO COLLEGE

This questionnaire gives college students a means of stating their views about their college experiences. It lets you express yourself about things you consider valuable and about other things that are less valuable or irritating. The results can help faculty members, administrators, and students know better what is going well at your institution and what needs changing.

The important results are in what groups of students say, so identification of individual students is not necessary. Please do not put your name on the booklet.

Statements in the booklet describe experiences or situations that have been important to many college students. Please state your views about each of them by blackening the one oval that comes closest to indicating your own experience or point of view.

Use a soft lead pencil (preferably No. 2) for all responses to the questionnaire. Do not use an ink or ballpoint pen.

Follow the directions for each section, and try to answer all questions, keeping in mind your experiences at this college this term.

Your college is interested in what you think.

During the present term my instructors have . . .	Almost never 1	Sometimes 2	Often 3	Almost always 4
1. been available outside class at times convenient to me.	○	○	○	○
2. been easy to talk to.	○	○	○	○
3. had trouble understanding the students' problems.	○	○	○	○
4. geared their instruction to the students' interests and abilities.	○	○	○	○
5. been unable to explain something in a way I could understand it.	○	○	○	○
6. respected student points of view different from their own.	○	○	○	○
7. presented more in class than I learned from assigned readings.	○	○	○	○
8. really listened to student questions and discussions in class.	○	○	○	○
9. done little more than put out the material, leaving me to get it as best I can.	○	○	○	○
10. expected more outside work than I have time for.	○	○	○	○
11. treated all their students fairly.	○	○	○	○
12. been clear about what they expected of students.	○	○	○	○
13. piled on the work as though theirs is the only course I have.	○	○	○	○
14. allowed students a reasonable amount of freedom in the way course assignments are carried out.	○	○	○	○
15. returned exams and papers with grades, corrections, or comments soon enough to be helpful.	○	○	○	○
16. given detailed comments about papers, exams, or other material I've turned in.	○	○	○	○
17. taught over the heads of their students.	○	○	○	○

Go on to next page.

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During the present term I have . . .	No 1	Yes, once 2	Yes, twice or more 3
18. participated in a course-related activity off the campus.	○	○	○
19. talked about course work for at least 15 minutes with an instructor outside of class time.	○	○	○
20. done badly on a test.	○	○	○
21. got help on coursework from a faculty member outside class.	○	○	○
22. had to buy a textbook that was not really necessary.	○	○	○
23. been unable to use the library when I needed to because it wasn't open.	○	○	○
24. had to go through a long, administrative process that seemed senseless to me.	○	○	○
25. had to go around and around from one office or person to another trying to get information.	○	○	○
26. talked with a counselor about my future plans.	○	○	○
27. taken time I should have spent on one course to catch up in another.	○	○	○
28. been inconvenienced by an administrative error.	○	○	○
29. talked with an instructor about things not connected with class.	○	○	○
30. looked through occupational information to learn about job possibilities for when I finish college.	○	○	○
31. taken tests to decide what kind of courses to take.	○	○	○
32. tried unsuccessfully to meet with my faculty adviser.	○	○	○
33. been given wrong or incomplete information about programs or courses by a college staff member.	○	○	○
34. gone to a meeting of a college organization or to an organized social activity at the college.	○	○	○
35. faced a problem involving housing, a job, sources of financial aid, transportation, or something else connected with going to college that the college should have helped me with but didn't.	○	○	○
36. felt that a faculty or staff member didn't understand what I was saying.	○	○	○
37. got help from a faculty or staff member with a problem I was having in college.	○	○	○
38. tried unsuccessfully to meet with a counselor.	○	○	○
39. looked seriously without success for part-time or temporary work.	○	○	○

Go on to next page.

During the present term I have . . .	No 1	Yes, once 2	Yes, twice or more 3
40. thought seriously about dropping out because of money problems.	○	○	○
41. been kept from something I wanted to do because of what seemed to be an unnecessary regulation.	○	○	○
42. been angered by something the college administration did.	○	○	○

During the present term I have . . .	Almost never 1	Sometimes 2	Often 3	Almost always 4
43. known how well I was doing in my courses before I got a grade.	○	○	○	○
44. had assignments from my instructors that were really only busy-work.	○	○	○	○
45. been bored in class.	○	○	○	○
46. been in a class that just went over material I already knew.	○	○	○	○
47. felt left behind in a class.	○	○	○	○
48. felt frustrated because the class wasn't moving fast enough.	○	○	○	○
49. had trouble concentrating on what I was supposed to be studying.	○	○	○	○
50. had so much reading to do that I didn't have time to really understand it.	○	○	○	○
51. been able to get help with studies when I've needed it.	○	○	○	○
52. found I couldn't understand what I was studying even though I thought I understood it earlier in class.	○	○	○	○
53. felt bitter or angry about the lack of sensitivity of a member of the college faculty or staff.	○	○	○	○
54. had problems getting to and from the campus.	○	○	○	○
55. had to study so much that I haven't had time to relax and enjoy college.	○	○	○	○

Go on to next page.

How do you feel about each of the following	I strongly oppose 1	Oppose 2	Indifferent or uncertain 3	Favor 4	I strongly favor 5
56. Course assignments where several students work together.	○	○	○	○	○
57. At least one course based on independent study.	○	○	○	○	○
58. The best students and the slower students taught in separate classes.	○	○	○	○	○
59. Grades based on day-to-day work instead of totally on a few big exams or papers.	○	○	○	○	○
60. End-of-course grades that tell me how well I did compared with other students.	○	○	○	○	○
61. Small classes meeting once a week instead of large classes meeting more often.	○	○	○	○	○
62. Classes that stay on the course schedule even if some students get left behind or lose interest.	○	○	○	○	○
63. At least one course in which I am not graded.	○	○	○	○	○
64. Course credit based on passing an exam without having to take the course.	○	○	○	○	○
65. Practical experience in actual job situations even if it takes me longer to finish college.	○	○	○	○	○
66. Class experiences out in the community or away from the college.	○	○	○	○	○
67. An office, supported by student fees, for advice on housing, living expenses, drugs, birth control, abortion, and other nonacademic concerns of students.	○	○	○	○	○
68. Cultural events on campus—art exhibits, theater, concerts, etc.	○	○	○	○	○
69. No grades at all; just written comments by my instructors.	○	○	○	○	○
70. Classes without texts or assignments, organized around informal discussions.	○	○	○	○	○
71. Activities designed for married students or older students.	○	○	○	○	○

Go on to next page.

What is your view of each of the following statements? In general . . .	Definitely not 1	No 2	Indifferent or uncertain 3	Yes 4	Definitely yes 5
72. my courses are pretty closely tied to my future job plans	○	○	○	○	○
73. I'm doing well in my major field.	○	○	○	○	○
74. I know what I want to do when I finish here.	○	○	○	○	○
75. I've lost time toward my degree because of transferring from one college to another.	○	○	○	○	○
76. my occupational plans have changed since I started here.	○	○	○	○	○
77. I know as much as I need to know about graduate school or other training needed for my chosen career.	○	○	○	○	○
78. the college gives me pretty much what I want.	○	○	○	○	○
79. I've never learned to study well enough to handle the work in the time I have.	○	○	○	○	○
80. student publications are too tightly controlled by the administration.	○	○	○	○	○
81. the rules and regulations are pretty relaxed here; nobody feels hassled.	○	○	○	○	○
82. organized social activities at the college are not necessary because enough is going on in the surrounding area.	○	○	○	○	○
83. I would prefer a field of study with more definite job possibilities than my present field.	○	○	○	○	○
84. rules and regulations that affect me are made by the administration without enough consultation with students.	○	○	○	○	○
85. students here have a reasonable role in deciding what services are paid for from student fees.	○	○	○	○	○
86. a handful of students run things here.	○	○	○	○	○
87. students here don't care about much except getting through with college.	○	○	○	○	○
88. the campus is a place where students just go to class; not much else happens here.	○	○	○	○	○
89. food services on the campus are adequate for my needs.	○	○	○	○	○
90. I have had problems getting acceptable housing.	○	○	○	○	○
91. where I live I feel cut off from the campus.	○	○	○	○	○

Go on to next page.

What is your view of each of the following statements? In general . . .	Definitely not 1	No 2	Indifferent or uncertain 3	Yes 4	Definitely yes 5
92. I have had to spend time learning math that I should have known.	○	○	○	○	○
93. the college does as much as it can to hire students or their spouses in its clerical and maintenance jobs.	○	○	○	○	○
94. I'm uncertain about what I'm getting from college.	○	○	○	○	○
95. I would change my field of study if I wouldn't be delayed finishing college.	○	○	○	○	○
96. the college has been a friendly, comfortable place to be.	○	○	○	○	○
97. registration procedures were a real burden.	○	○	○	○	○
98. I got the courses I wanted.	○	○	○	○	○
99. the struggle of getting started lasted too long into the term.	○	○	○	○	○
100. required courses in my major field keep me from taking other courses I like.	○	○	○	○	○
101. I'm here for the classes; I don't need the non-curricular activities.	○	○	○	○	○
102. costs of books and supplies have been a problem.	○	○	○	○	○
103. I've begun to think the program of courses I'm taking is not really what I want.	○	○	○	○	○
104. I've been well satisfied with the services of the college library.	○	○	○	○	○
105. I've been well satisfied with the services of the college book store.	○	○	○	○	○
106. it's very hard for students here to get their concerns known and acted on.	○	○	○	○	○
107. I feel I can't lay down a book or anything else on campus for fear it will be stolen.	○	○	○	○	○

Go on to next page.

What is your view of each of the following statements? In general . . .	Almost never 1	Sometimes 2	Often 3	Almost always 4
108. I've had trouble deciding what courses to take.	○	○	○	○
109. Students here are given the respect and responsibility of adults.	○	○	○	○
110. Information about what's going on at school has been easy to get.	○	○	○	○
111. The student government effectively represents my point of view.	○	○	○	○
112. I feel unsafe on the campus after dark.	○	○	○	○

This term I have . . .	No 1	Yes, one course 2	Yes, two or more courses 3
113. dropped a course because it wasn't what I wanted.	○	○	○
114. been kept out of a course I wanted because I didn't meet the requirements.	○	○	○
115. had to take a course below the level of one I wanted and could have handled.	○	○	○
116. been trapped by rigid drop and add requirements in a course I found I didn't need or want.	○	○	○
117. been prevented by scheduling problems from taking a course required in my field.	○	○	○
118. missed a course I needed because it wasn't available.	○	○	○
119. taken a required course that's been a waste of time.	○	○	○
120. had a course where the instructor consistently came to class unprepared.	○	○	○
121. got so far behind in a course, without realizing it, that I never really caught up.	○	○	○
122. been in a course slanted too heavily toward students going into a job in that field.	○	○	○
123. taken a course geared too much to students planning to go on to graduate school.	○	○	○
124. had a course I thought would be dull turn out to be interesting.	○	○	○
125. had a course I thought would be interesting turn out to be dull.	○	○	○
126. had a course that was taught too much like high school courses.	○	○	○

Go on to next page.

How do you feel about the following statements?	Definitely not 1	No 2	Indifferent or undecided 3	Yes 4	Definitely yes 5
127. I need someplace on campus where I can study with other students.	○	○	○	○	○
128. I need someplace on campus where I can study without being disturbed.	○	○	○	○	○
129. I need more information about what the job situation will be like when I leave here.	○	○	○	○	○
130. I need a child care center on or near the campus.	○	○	○	○	○
131. I need a locker on campus, which I don't have now.	○	○	○	○	○
132. I need help finding a temporary or part-time job.	○	○	○	○	○

The college should . . .	Definitely not 1	No 2	Indifferent or undecided 3	Yes 4	Definitely yes 5
133. limit more library books to one-day circulation so they would be available to more students.	○	○	○	○	○
134. stock more copies of texts and other required books in the library for rental by the day or week.	○	○	○	○	○
135. cut down the time students spend filling out forms by computerizing the routine administrative work.	○	○	○	○	○
136. cut out compulsory student fees, such as those for student activities, intercollegiate athletics, the student newspaper, etc.	○	○	○	○	○
137. use more part-time employees so students could be hired.	○	○	○	○	○
138. offer more courses and programs for people in the community who are not regular students.	○	○	○	○	○
139. have student records and transcripts show only a list of the courses the student has passed, without grades.	○	○	○	○	○
140. record grades only in a student's major field, and just list the other courses a student has passed.	○	○	○	○	○
141. let students enroll in classes they feel they can handle, regardless of test scores or prerequisites.	○	○	○	○	○
142. add several days at the beginning of the term to allow students more time to work out their programs.	○	○	○	○	○

Go on to next page.

The college should . . .	Definitely not 1	No 2	Indifferent or undecided 3	Yes 4	Definitely yes 5
143. let as many students as want to take any class with any instructor even if some classes become huge.	○	○	○	○	○
144. enforce campus regulations more firmly.	○	○	○	○	○
145. let student groups organize and meet on campus without having to get permission from the administration.	○	○	○	○	○
146. deny permission to speak on campus to nonstudents with extreme political or social views.	○	○	○	○	○
147. let students drop a course at any time without being given a failing grade.	○	○	○	○	○
148. take disciplinary action against students for illegal off-campus actions.	○	○	○	○	○
149. leave the control of students' out-of-class activities entirely to the students.	○	○	○	○	○
150. retain the present academic calendar.	○	○	○	○	○

LOCAL OPTION SECTION

Please answer (in the spaces below) any extra questions that may have been provided by your college, and then turn to the next page and complete the information questions there. If no extra questions are provided by your college go directly to page 11 and complete the information questions.

151. ○ ○ ○ ○ ○
152. ○ ○ ○ ○ ○
153. ○ ○ ○ ○ ○
154. ○ ○ ○ ○ ○
155. ○ ○ ○ ○ ○
156. ○ ○ ○ ○ ○
157. ○ ○ ○ ○ ○
158. ○ ○ ○ ○ ○
159. ○ ○ ○ ○ ○
160. ○ ○ ○ ○ ○

161. ○ ○ ○ ○ ○
162. ○ ○ ○ ○ ○
163. ○ ○ ○ ○ ○
164. ○ ○ ○ ○ ○
165. ○ ○ ○ ○ ○
166. ○ ○ ○ ○ ○
167. ○ ○ ○ ○ ○
168. ○ ○ ○ ○ ○
169. ○ ○ ○ ○ ○
170. ○ ○ ○ ○ ○

Go on to next page.

Please mark *one* answer for each of the information questions below. This information *will not* be used to identify students, but will be used only to provide general information.

171. Subgroups—*one response only*
Instructions will be given by your college for marking this subgroup item. If instructions are not given, leave this question blank, but answer the other information questions on this page.

- ○ one
- ○ two
- ○ three
- ○ four
- ○ five

172. Sex:

- ○ Male
- ○ Female

173. Age:

- ○ 24 or under
- ○ 25 or over

174. Employment:

- ○ Not Employed
- ○ Employed part-time
- ○ Employed full-time

175. Ethnic group:

- ○ American Indian
- ○ Asian-American, Oriental
- ○ Black, Afro-American, Negro
- ○ Mexican-American, Chicano, Spanish American
- ○ White, Caucasian
- ○ Other _____

176. When do you usually have your classes?

- ○ During the day
- ○ Late afternoons or evenings

177. For how many credits are you currently enrolled?

- ○ Fewer than 9
- ○ 9–11
- ○ 12–15
- ○ More than 15

178. What is your class in college?

- ○ Freshman
- ○ Sophomore
- ○ Junior
- ○ Senior
- ○ Graduate or other

179. What is your major field or course of study? Please mark the *one* field that seems closest to yours. (Some examples are given in parentheses)

- ○ *Undecided*
- ○ *Business* (accounting, marketing, secretarial)
- ○ *Communication* (broadcasting, journalism, public relations, advertising, film making)
- ○ *Technology* (data processing, engineering technology)
- ○ *Applied arts* (photography, interior design)
- ○ *Fine arts* (painting, theater, music, dance)
- ○ *Liberal arts and humanities* (languages, literature, ethnic studies, philosophy)
- ○ *Behavioral sciences* (psychology, sociology, anthropology)
- ○ *Social sciences* (economics, history, political science)
- ○ *Public services* (police science, public administration, social welfare)
- ○ *Education* (elementary, secondary, special education)
- ○ *Health services* (nursing, physical therapy, occupational therapy, speech therapy)
- ○ *Biological sciences* (biology, botany, physiology)
- ○ *Agriculture and natural resources* (ecology, forestry, wildlife management)
- ○ *Physical sciences and mathematics* (physics, chemistry, geology, statistics)
- ○ *Engineering and architecture*
- ○ *Home economics* (clothing and textiles, dietetics, home management, child care)
- ○ Other _____

Thank you.

Comments and complaints regarding any aspects of the questionnaire are welcomed; please send them to:

Student Reactions to College
Educational Testing Service
Princeton, NJ 08541

APPENDIX B

APPENDIX B

Student Reactions to College
Comparative Data for Four-Year College Edition

The comparative data in this report have been compiled from SRC administrations to 12,133 students at 59 colleges and universities between July 1979 and December 1983.

The colleges and universities included are:

Adelphi University
New York

Alabama A&M University
Alabama

Albany College of Pharmacy
New York

Alvernia College
Pennsylvania

Angelo State University
Texas

Bennett College
North Carolina

Bloomfield College
New Jersey

Bowie State College
Maryland

Bradford College
Massachusetts

Cameron University
Oklahoma

College of Saint Elizabeth
New Jersey

College of Saint Rose
New York

Concordia College
Minnesota

Cosumnes River College
California

Dallas Theological Seminary
Texas

Dordt College
Iowa

Eastern Michigan University
College
Michigan

Elizabeth City State
North Carolina

Fairleigh Dickinson University
New Jersey

Kennesaw College
Georgia

Lafayette College
Pennsylvania

Lamar University
Texas

Lincoln Memorial University
Tennessee

Lincoln University
Pennsylvania

Longwood College
Michigan

Madonna College
Michigan

Mercyhurst College
Pennsylvania

Mount Royal College
Canada

Mount Vernon College
District of Columbia

Mundelein College
Illinois

Nasson College
Maine

New Mexico Highlands Univ.
New Mexico

Oberlin College
Ohio

Our Lady of the Lake Univ.
Texas

Pacific Union College
California

Peabody Inst., Johns Hopkins
Maryland

Post College
Connecticut

Ramapo Coll. of New Jersey
New Jersey

Randolph Macon Women's Coll.
Virginia

Rosemont College
Pennsylvania

Saint Joseph's College
Maine

Saint Joseph's College
New York

Seton Hall University
New Jersey

Seton Hall College
Pennsylvania

Southwest State University
Minnesota

State Univ. of NY, Cortland
New York

State Univ. of NY, Old Westbury
New York

State Univ. of NY, Potsdam
New York

Suffolk University
Massachusetts

Tennessee State University
Tennessee

United Wesleyan College
Pennsylvania

University of Alabama
Alabama

Univ. of Pittsburgh, Johnstown
Pennsylvania

Wilberforce University
Ohio

Wesley College
Delaware

Wilson College
Pennsylvania

Winthrop College
South Carolina

Wisconsin Lutheran College
Wisconsin

Xavier University
Ohio

This is a "self-selected sample"; that is, it includes four-year institutions that used SRC in 1979-83. It does not proportionally represent American four-year colleges and universities or their geographic distribution. For this reason, the data should be

considered comparative rather than normative. They do not, for example, represent a norm against which an institution should compare itself. However, the data do provide an idea of what students at several colleges and universities around the country have considered to be needs and concerns as defined by the questions in Student Reactions to College and, thus, can be a useful aid to a similar institution in interpreting its own SRC results.

The Arizona Board of Regents has convened a Task Force to perform an objective evaluation of the Arizona universities. The final report of the Task Force will include recommendations that will promote excellence and efficiency within the universities and competitiveness with peer institutions outside of Arizona. Seven areas of University activity are being targeted, one of which is quality undergraduate education. To aid the Task Force in carrying out its charge, the Task Force Staff, in cooperation with the Arizona Students Association, will conduct a survey of student opinion about the undergraduate experience.

Your spring semester class was selected to participate in the survey by applying a systematic random sampling technique to the class schedule. Your cooperation is sought in allowing a member of the Associated Students to survey your class. The activity will require about 45 minutes of class time and will take place some time in February. Its purpose is to gather information about their educational experience in general, not your class in particular. A copy of the survey instrument is enclosed for your examination.

I would appreciate it if you would respond by returning the enclosed form indicating whether or not you are willing to participate in this endeavor. If you have questions, you may contact Dr. Kathleen Church at the Task Force office (255-2018). If you respond affirmatively, you will be contacted in the near future to arrange a date for the survey.

I urge you to participate in this activity. The information gained will be invaluable, not only to the Task Force, but to the ongoing planning processes of the University as it seeks to improve the quality of the undergraduate experience.

Sincerely,

A. J. Pfister
Chairman

AJP:jm
Enclosures

27

Please Return by December 10 in Campus Mail To:
Mr. Rob Chapman
ASA-Task Force Survey
ASUA-Bldg. 19

Course Selected:

Acct 472, Lect 1
Fundamentals of Accounting
3:30 - 4:45 TTH
Harv 108

Yes, I agree to allow 45 minutes of a spring semester class period to be used for the administration of the survey instrument (the date will be arranged with you). ☐

No, I decline to participate. ☐

Name: _____

Department: _____

Phone: _____

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APPENDIX D

APPENDIX D

Descriptions of the Eighteen Areas in Student Reactions to College

Quality of instruction--student perceptions of instructors' effectiveness in explaining material in understandable and interesting ways, in providing information not available in the text, in introducing challenging information in the classroom, and in evaluating students fairly.

Form of instruction--student reactions to type of instruction; for example, traditional vs. nontraditional forms of instruction (classroom subject-matter instruction vs. credit by examination, off-campus activities, work/study programs).

Academic performance--student concerns about how well they have done in exams and papers, how frequently they have felt left behind, how well they have understood the course material, how much trouble they have had studying, and similar experiences of academic accomplishment or difficulty.

Grading--student observations on the institution's grading practices (traditional grades vs. nontraditional grading practices such as no grades--comments only).

Studying--perception of the relation between students' study habits and their success or failure in courses.

Instructor accessibility--perceptions of the availability of instructors to respond to concerns of students.

Involvement with faculty--the degree of student satisfaction or dissatisfaction with interaction with faculty members on course matters or extracurricular activities.

Counseling and advising--perceptions of career planning and accessibility of faculty advisers and counselors.

Planning--student awareness of career information and the institution's ability to provide it.

Programming--student needs for assistance in planning programs of study within the institution's course requirements.

Registration and scheduling--degree of student satisfaction or dissatisfaction with the institution's registration scheduling processes, and the regulations covering them, and the academic calendar.

Library/bookstore--student comments on scheduling of services of the library and bookstore and the availability of textbooks when needed.

Rules and regulations--degree of student involvement in rules and regulations governing student activities and services.

Administrative procedures--student attitudes towards the institution's administrative processes, procedures, and regulations.

Campus climate--the extent of student involvement in campus activities and the level of campus comfort and safety; the overall environment of the campus.

Organized student activities--student observations on extracurricular activities--social and cultural--and who should plan and pay for them.

Help with living problems--student perceptions of availability of help for problems of housing, jobs, financial aid, or any phase of college attendance.

Financial and related problems--concerns related to money, food, transportation, part-time employment, and other financial problems.